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OF THE

MISSISSIPPI AGRICULTURAL AND MECHANICAL COLLEGE

AGRICULTURAL COLLEGE, MISS.

THRIFT CLUBS IN MISSISSIPPI

BY

PROFESSOR G. T. HOWERTON.

COLLEGIATE TRAINING FOR BUSINESS

BY

PROFESSOR JAMES V. BOWEN.

PUBLISHED BY THE

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Thrift Clubs in Mississippi

By G. T. Howerton.

WE NEED IT NOW

A need is always an opportunity. "Man's extremity is God's opportunity." All calamities are blessings. Whatever *is* is right. Friction strikes fire. Iron sharpeneth iron. A hard bed makes an early riser. Out of evil comes good. Serenity is stagnation. Easy wealth is decay. "Woe unto him who is at ease in Zion."

The South was rich and reckless. Money fell into our hands. Cotton was king. He paid his annual visit to his subjects. He brought them easy money. His next visit was near. Let the money pass. Credit was easy. Trade was brisk. No need to save the dollar. The bale of cotton was sure. Nothing less was worth while. Who cared for a cow or a few hens? Easy to buy them with cotton. Wear out the land. There is lots more. Cotton would buy it.

But now a change. A blessed little bug comes. He punctures our prosperity. He enlivens our activity. He sharpens our wits. He destroys our cotton fibre. He strengthens our moral fibre. He dethrones our king. He exalts our democracy. He creates a new community interest. He teaches coöperation. He shows us our weakness. He develops our strength. He eats our dollars. He gives a new value to our pennies. He brings a *New Opportunity*. He teaches us to save. He shall bring us to *Thrift*.

THIS NEW OPPORTUNITY—ITS REAL MEANING

Thrift is a new word in our Southern literature. We read of it in our Ben Franklin books, but he was a Pennsylvania printer, and began life in poverty. He was a long way from *us*. No need to learn from him. Let us "eat, drink and be merry," for the cotton will soon be ripe.

And our thoughts turned to poetry and politics, song and story, plantation and plenty, broad acres and bright cotton fields. But the blessed little bug awoke us to a *New Opportunity,* and gave the cackle of the hen a new musical tone to us. And this has a deep-seated, heartfelt meaning to us. New lessons must be

learned. New subjects must be studied. Efficiency and thrift must now be taught. And we must readjust our angle of vision.

NEW FORCES AT WORK

Or maybe it is better to say old forces operating in a new direction. It is a regeneration—the awakening of a new power—the power to see the importance of small things, the perception to sense the influence of small impact. The day of the dusty store is doomed. The merchant *must* keep a clean stock and put on a good "window. The sedentary smoker must arise and clean house. It takes more effort now to sell. The salesman must *think*. He must cultivate his community. Must get acquainted with his neighbor. Must not only deal justly, but serve efficiently.

THE REAL NEW SOUTH

Henry Grady caught the vision. He saw far beyond *us*. His matchless eloquence was born of a prophet's heart. He brushed aside the seeming ills of the war of secession, and pictured the glory of his new-born country. Now let us catch *his* spirit and sing with him the glories of a *Renewed New South*. The *one way* is the old way. The cotton way is the *one way*. The *new way* brings variety—the harp of a thousand strings. Where we have used one resource, we will now use many; where we have pulled along by a rope of one strand, now we shall swing by the cord of many strands. Where the one rope has broken and we have floundered and foundered, we shall now be safely landed by some of the many finer forces of salvation.

A NEW EDUCATION

Conservatism must pass in the most conservative of forces—education and religion. We see the need of the new community church as never before, and the demand for a new sort of education. History, literature and mathematics are insufficient to solve our new problems.

Fore-ordination, predestination and certain damnation of the wicked will not solve the new community problems. Now, we are forced to learn to think by thinking, and to learn to do by doing. The thinking must be more concrete and accurate, and the doing more efficient and effective, more powerful and productive. Had you noticed the wonderful advance in many of the secondary schools? Have you not seen the lathe supplant that Latin? Had you not noticed that the typewriter stand now has the place of

the dunce stool? That the hum of the saw and the song of the hammer are now heard where not so long ago they were conning a Greek conjugation? Had you not noticed that the boy now learns to farm and build fence, and the girl to sew and cook, where once they learned of the peoples and politics of the past? Had you not noticed that education is going into business and business is getting into religion? And this is, no doubt, the fore-runner of the New Education about which the prophets have spoken.

SOME NEW IDEAS OF WORK

There has never been a time when so many students were "working their way" through school. Work not only has a new value, but we have a new vision of its place. The race is no longer to the swift alone and the victory to the brilliant, but there is a way open to the plodder. And where there was one way, soon there are to be many ways. Even now all our schools are fuller than ever before. And this is only the beginning. When the rusty and crusty old husks of conservatism have crumbled completely, the New South will awaken to a sense of equality of opportunity of all human beings, high and low, rich and poor, male and female. and the industrial schools of this State will equal those of the wonderful west in attendance, in efficiency, in productive enterprise, in useful equipment, in the hearts of the people. Then will the school be a hum of industry, instead of a dungeon for confinement; the birthplace for enterprise and business acumen, and not the burying ground for genius and the producer of laziness; the manifestation of life, not a preparation for life; the gladness of a joyous holiday, not the prison of hope.

SERVICE FIRST

It is more blessed to give than to receive. Activity is the law of life. Bodily action awakens mental acumen. Service is twice blessed; it blesses him who receives it, but far more him who renders it. The very best liberty is liberty to serve. Our New South under the new regime grants this liberty. This is the liberty of man, the liberty that makes us "Free indeed." "It is enough for the servant that he be as his master." This is where the middle wall of partition breaks down. We have no longer any classes. Each and all are permitted to serve. The lawyer no longer "practices law." He serves his community. Nor does the doctor "practice medicine." He is a community builder. The merchant has become a student and a teacher. The banker is one

of our most promising educators. Even the teacher is becoming a community leader. The preacher not only preaches, but is the servant to humanity in a thousand ways.

EFFICIENCY IN ALL THINGS

More work and better work, in less time and with less friction. More production and better production at less cost. These are the mottoes of efficiency. The school building of the past was an unkept and unkempt place. The touch of service was nowhere visible. Dirt on the floor, chalk marks on the wall, whittled benches for seats. Then came the broom and the duster, and the chalk-covered blackboard. But these could never produce cleanliness or offer opportunity to the best expression of personal efficiency. The modern school house is a model community home. Cleanly, sanitary, inviting. No brooms, no duster, no open buckets of water, no common drinking cups. The mental and spiritual effects that these changes produce are a part of the process of working out our own salvation effectively and efficiently.

THRIFT DEFINED

This brings us to the subject. What has been said goes to show that there is much more in thrift than to deposit a few dollars in the bank. It has its tap-root deeply imbedded in the fundamental principles of industry and economy. Thrift that is thrift must cover at least these three things:

1. Industry in earning.
2. Systematic saving.
3. Wise investing.

It is not enough for a child to beg or borrow a few dollars from some member of the family to deposit in a savings account. In this act he loses the best lesson taught by thrift: *the cost and value of what he deposits.*

Our youth will never save to any real advantage until they have themselves paid the price for the saving. Gift is contrary to nature. Real personal honesty has its origin in a willingness and a desire to render value for that which is received. The strong of character grew up in the midst of conflict. The large family of moderate means not only fosters democracy, but industry. From such families, in ninety per cent of the cases, have come the giants in the commercial, industrial and political worlds. In the absence of such families, the school must, in a large measure, take their place. Through the work-shop, or the common kitchen, or the

school garden, or the vacant town lot, or the savings bank, or better, through all these, must the school teach and practice that industrial activity which develops individual initiative, interest, reliability, and a common sense for the rights of others. Here arises a new opportunity for the teacher. He must not only know his community, but he must be one of its vital factors. The teacher, the parent, the doctor, the merchant, the banker, the lawyer, and the farmer, are all equally educators, each in his place, and each for all.

THE BANKER'S OPPORTUNITY

While all are equally interested in the development of a thrifty community, still the banker's interest is probably more vital, and he is connected with the subject more closely. To him, therefore, we look for leadership in the *Thrift Club,* and for the teaching of those principles which we of the common herd have never learned. This is his special opportunity to serve. And as he serves, so will be his reward. We, therefore, appeal to him to see his place as a real *educator* of our coming generation, just as much as the teacher is a real *educator.* We would have him see also that the neglected field is white unto the harvest and that the reapers are few. If he does not thrust in the sickle, who, indeed, will? He has the wisdom which all need. He knows from whence this wisdom comes. He has walked the road and measured the distance. Let him tell us the way. He knows the value of industry and the cost of success. He knows the results of systematic saving. He knows the absolute necessity of wise investing. He knows why we all have failed. He is strong where the teacher is weak. He is wise where the preacher is foolish. Because of these facts, he must be our Moses to lead us out of the wilderness of wasted opportunities, and show us how to possess the land of plenty and prosperity. We are abundantly able to do our parts. He must awaken our latent energies and arouse our dormant faculties.

JUNIOR THRIFT CLUBS

It is hard to teach an old dog new tricks. As the twig is bent, so the tree is inclined. Our old habits hang to us. We have learned thoroughly the bad habit of extravagance. No more than fifty in each thousand of us have a savings account. It might be difficult to teach the adult population, but the children are ready for the lesson. Let us begin with them. We are urging every

banker in the State to coöperate with the local teacher and organize about his bank as a center, a *Junior Thrift Club.*

The boys' corn club, the girls' tomato club, the poultry club, and the pig club have all done efficient service in our State. In fact, these are to be the foundation of the *Thrift Club.* These have taken the first step—that of productive industry. Now, let us organize the *Thrift Club* to take the other two steps: systematic saving and wise investing.

BOYS AND GIRLS

There must be two wise heads, as well as two devoted hearts, to produce a frugal and thrifty home. Unless the wife and mother do the saving, who can insure the homes against want? The power and influence of woman as a business factor have been overlooked and unappreciated. It has not been considered necessary to give our girls a business education. This is where we have fallen down. This is the weak spot in our armor. This is where we have builded our social and educational pyramid with its apex down. This is where our friends of the North and West have outstripped us. All of their institutions are open alike to men and women, boys and girls. We shall never overtake them in the race of life until we follow their example. We urge, therefore, in the organization and furtherance of the *Thrift Clubs* that boys and girls be given equal opportunities.

BUSINESS AND SOCIAL SERVICE

Only as we bring our working factors in unity can we hope for the best results. We must not look upon business as completely divorced from social service. On the other hand, we must see them as completely united for human betterment. Religion must adopt business methods, and business must make use of religious principles. *The Thrift Club,* composed of boys and girls, young men and young women, has a fine opportunity for unifying heretofore discordant factors in community life. The demand of the present is not only for complete coöperation, but for perfect coördination of all our forces for progress.

FREQUENT ENTERTAINMENTS

In the coördination of our forces and activities we must no longer see the country and the town. The telephone and good roads have eliminated all characteristics of rural life that have distinguished it from urban life. Now we see only the community

as a unit. *The Thrift Club* gives the banker and the merchant the very best opportunities to bring the farmer and his family, and especially the younger members of the family, into that close and vital touch with the town and the village and their enterprises, which is necessary to unify our forces.

A SCHOOL THAT DOES NOT SEEM ONE

Many a boy has shied at school simply because it was school. Somehow or other it has become imbedded in the sub-conscious mind of the youth that school is not a joyous place. I shall not stop here to say who or what is the cause of this error in our minds. I will say, however, that the coming school must be the most joyous place for the young American. And while we wait for this consummation, we may use many things for schooling which will not be so recognized, and this is where the banker and the merchant and the community builder generally have their great opportunity for educational service.

The psychologists tell us that the very best form of tuition is that easy and unobtrusive kind which overcomes all opposition by its irresistible appeal to the sub-conscious mind of the student. This kind of appeal is the legitimate and necessary consequence of every organized community enterprise, and it will be none the less so of every local *Thrift Club* which may be conducted along the plans outlined.

A FINAL WORD

(*A.*) Ways by Which Young Americans May Get Some Cash to Deposit in Bank:

1. Extra work about the home.
2. Get an agreement with parents to pay for *extra* quality of work.
3. Parents to pay *cash* for *all* household jobs *well done.*
4. Do jobs for your neighbors.
5. Grow something to eat and sell it.
6. Especially raise some chickens and eggs.
7. Make and sell some candy.
8. Make peanut butter and sell it.
9. Roast and sell peanuts.
10. Make pop-corn crisps and sell them.
11. Sell something for others:
    (*a*). Newspapers;
    (*b*). Magazines;

(*c*). Goods of local dealers;

(*d*). Manufactured articles, such as soap, socks, toilet articles, auto accessories, aluminum goods.

Hundreds of manufacturers are depending on bright young people to place their products in the hands of users. *Get in touch with some of these.* We can help you in this. Write us about it.

(*B.*) Steps in the Organization:

1. Call on the banker or the principal of your school, and see if you cannot interest him in the organization of a *Thrift Club.*

2. If you are a banker, please call on the principal of your school and make an arrangement for him and you to talk all this over with the school.

3. If you are a school principal, please call on the banker, and get him to address your school on the subject of the organization of a *Thrift Club.*

4. If you are interested in this thing, please see if you cannot interest someone else.

5. Appoint a working committee consisting of about five boys and five girls to coöperate with the banker in the organization of a local *Thrift Club.*

6. As soon as five or more school children are interested, proceed to organize the club and appoint the usual officers—president, secretary, treasurer, and as many committees as you need.

7. If you have not a single deposit for a year, hold on.

8. Hold regular meetings of the club, and study and report on ways by which a boy or girl may earn some money.

9. Make your club a place for discussion of the economic and other needs of your community and get speakers to address you. Above all, get the boys and girls to discuss the problems for themselves.

10. Please remember that the Agricultural and Mechanical College will assist you in any way we can. Please write us of your interest.

11. Report progress and write for detailed programs to the

DIVISION OF BUSINESS ADMINISTRATION,
Agricultural College, Mississippi.

Collegiate Training for Business

By James V. Bowen.

No part of the manifold activities in the life of men and women of to-day is of greater practical importance than the keeping track of income and outgo. With the increase in the cost of living, and the increase in competition in all fields of endeavor, this ability to watch the leaks and care for the small savings becomes of greater and greater importance. Consequently, educators are turning their attention more and more to developing in the pupil the spirit of saving, inculcating the habit of accuracy in keeping track of income and expenditure, and laying a foundation for the understanding and application of business principles in actual life after leaving school.

The material welfare of the world depends upon the business man, for it is he who, when rightly trained, can eliminate the many losses due to ignorance, carelessness and wrong thinking.

But only a few of the secondary schools have undertaken to give this training, and the public school student is too immature, and his time too limited, to do more than learn a few fundamental principles and a few routine methods.

The man who expects to deal in a business way with his fellow men, needs a broader, deeper foundation, and a wider viewpoint: It has been truly said: "The time has come when it is worth while for the young man who desires to achieve success in a business career to begin by learning what the experience of others has to teach. The saving of waste is an important element in modern industry. It is in keeping with this idea that the wasteful method which requires business men to learn everything anew for themselves through their own experience, should give place to a system which provides opportunity for each generation to know the results of the efforts of the preceding generation. It is thereby enabled to start somewhere in advance of where its predecessor did, and so to attain larger results.

"There are, of course, many phases of business which every man must learn for himself, but business experience has developed principles and methods of procedure which can be taught. More-

over, these principles and methods have become so far standardized to constitute a useful foundation upon which to build the experience of the individual."

THE BUSINESS FARMER

This is especially true of the business side of farming, which is rapidly becoming a leading phase of the farmer's life. No longer can he depend upon a single merchant to take his one crop, and make settlement once a year. The modern farmer's business is a complicated one—hay, corn, cotton, grain, milk and butter, chickens and eggs, cattle, hogs, horses, mules, all require finding of markets, dealing with all sorts of men, the keeping of all sorts of accounts. The modern farmer cannot neglect the business side of his profession.

NEED OF BUSINESS TRAINING

This is true of the doctor, the preacher, the lawyer—every man in every profession needs in varying degree this fundamental knowledge of business. The lawyer of to-day finds his practice largely concerned with business problems. He cannot be too thoroughly prepared to handle them.

The business man, the merchant, the wholesaler, the traveling salesman, the clerk, all need, as a matter of course, such training. In the past they have been left to get it by rule of thumb in the hard, slow and expensive school of experience. But to-day the fundamental principles of business have been charted—men of broad experience have pointed the way toward the goal of success, and have staked a road that is plain, even though it is hard to follow. Why should a business man be forced to learn these things by bitter experience any more than a lawyer should be forced to learn the fundamental principles of his profession by hanging around law courts for years and picking up haphazard his knowledge of the code? There is an easier way to learn these fundamental principles of business. But they cannot be learned in a day nor a three-months' course. Private business schools all over the country are recognizing this and the best are lengthening their courses very materially. Even then, they can give little more than routine training.

The astonishing thing is that our educational system has so long ignored the business man. Our public schools and colleges have been ready to stock the pupil with more or less useless knowledge, the State has gladly taxed itself to educate its farmers, its

engineers, its lawyers and its doctors, and sometimes, too, its preachers, but it has never, until the last few years, thought of educating its business men—on whose skill and knowledge so much of our prosperity depends.

Let us look at a few facts about Mississippi, taken from the last census. It shows that there were then in the State 234,120 white male adults. Of these there were:

Farmers	168,159
Lawyers	1,196
Teachers	1,036
Physicians	1,985

In business life, there were a total of 27,189, as follows:

Retail Dealers	10,044
Salesmen	5,336
Clerks	3.348
Bookkeepers	2,404
Manufacturing Foremen	814
Managers and Superintendents	950
Manufacturers and Officials	1,298
Bankers	598
Commercial Travelers	1,209
Insurance Agents	572
Agents	616

It is worth while for the State to train its 1,196 lawyers, its 1,985 doctors, and its 1,036 men teachers. It is also worth while to train its 27,189 merchants.

AGRICULTURAL AND MECHANICAL COLLEGE MEETS THE DEMAND

The Mississippi Agricultural and Mechanical College has recognized this fact, and in 1915 established a four-year course in Business Administration, which leads to the degree of Bachelor of Science. Here, touching shoulders with the future leaders in agriculture, in science, in engineering, and in teaching, the future business man gets at once into an atmosphere of practical activity and learns the great lesson of coöperation with these other great professions, which with him are to carry out the great work of building a greater Mississippi. No place could be better suited to the development of sanity, sincerity and friendship among the various factors in the social uplift of the State.

The course does for the business man what training in Scientific Agriculture does for the farmer. Practicality is its keynote.

EARNING WHILE LEARNING

To the young man who is intending to pursue a professional course after college, this course in Business offers a most excellent training in salesmanship, in stenography, and typewriting, which will enable him to "cash in" on his training during his vacation and earn easily the money needed to pay for his education. Many of our students are already doing this.

WHAT THE COURSE IS

First of all, the student makes a careful study of the various fields of activity in order that he may choose his life work with an understanding of its demands. He studies the development of commerce in courses in Economic History of England and of the United States, and learns to express his thoughts accurately and forcefully.

Every student is given a thorough course in Economics, which is the basis of all clear thinking in the business world. This is accompanied by a careful study of Business and Office Methods, Business Organization, especially Retail Credits, Collections, and an extensive examination of Insurance, Real Estate and Banking.

The whole viewpoint of the course looks to the needs of the people of the State of Mississippi, rather than a study of "Big Business." This difference in viewpoint distinguishes this course from all other of similar nature in the United States.

Every man needs to know how to keep accurate accounts, and how to interpret them when kept by others. Hence, a thorough course in Bookkeeping, Accounting and Auditing is given, covering two years. This ability to analyze accounts is of infinite value to every man.

The student is taught to analyze human nature in the course of Psychology, and applies this knowledge to practical ends in the courses in Business Methods and Salesmanship—where he is taught the principles underlying successful dealing with others, and is given opportunities to practice them by real selling of real goods.

He is taught to think, write and speak clearly in the courses in Business Correspondence, Public Discourse and Rhetoric. He is trained in Typewriting and Shorthand as labor-saving tools. He

studies the fundamentals of Commercial Law, that he may know some of the pitfalls that he will meet in the broad field of business.

TRAINING FOR LEADERSHIP

In addition to all this, he gets a thorough collegiate training in Ethics, History, Sociology, Civics, Mathematics, Science, Literature, and Modern Languages, preparing him to enjoy the things of the Spirit, as well as the practical affairs of his daily walk with men. The training one gets here will lift his life-work out of drudgery and make it a joy-giving profession, as well as a bread-winning vocation. No man who absorbs the atmosphere of this course will ever be content to be anything less than a leader in the mental, moral and physical uplift of his community.

An outline of the course follows. It leads to the degree of Bachelor of Science. That it meets the need that it was established to meet, is shown by the large enrollment and the very high professional tone and the enthusiasm which is shown by the students who are taking the work.

For further detailed information, address,

PROF. JAMES V. BOWEN, *Director,*
AGRICULTURAL COLLEGE,
MISSISSIPPI.

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COURSE IN BUSINESS ADMINISTRATION

Official Course Adopted by Committee on Course of Study, March 1, 1916

Freshman

English	5/0	5/0	5/0
Mathematics	5/0	5/0	5/0
History	3/0	3/0	3/0
Business Method	3/0	5/0	
Bookkeeping	2/8	0/8	0/8
Typewriting	0/4	0/4	0/4
Commercial Geography			5/0
Woodshop	0/4		
Gymnasium and Drill			

Sophomore

English	5/0	5/0	5/0
Mathematics	5/0	5/0	5/0
Military Science			4/0
Chemistry	3/4	3/4	3/4
Spanish	3/0	3/0	3/0
Business Law	3/0	3/0	3/0
Public Discourse	4/2	4/2	
Cotton Classing			0/4
Stenography	0/6	0/6	0/4
Drill			

Junior

English	5/0	5/0	
Economics	3/0	3/0	
Money and Banking			3/0
Economic History of England / Economic History of the United States	3/0	3/0	3/0
Psychology	3/0	3/0	3/0
Spanish	3/0	3/0	3/0
Public Discourse	3/2	3/2	3/2
Business Methods	3/0	3/0	
Business Organizations			3/0
Stenography	0/6	0/6	0/6
Markets			5/0
Drill			

Senior (Business Administration)

Spanish	5/0	5/0	5/0
Ethics and Sociology	5/0	5/0	5/0
Civics		3/0	3/0
Public Discourse	3/0		
Physics	3/4	3/4	
Business Methods	4/0	4/0	6/0
Accounting	1/8	1/8	1/8

Senior (Public Affairs)

Spanish	5/0	5/0	5/0
South American Problems	3/0		
Ethics and Sociology	5/0	5/0	5/0
Civics		3/0	3/0
Public Discourse	2/8	2/8	2/8
Economics	3/0	3/0	5/0
Physics	3/4	3/4	